DOCUMENT RESUME

ED 219 326 SO 014 191

TITLE	Crime Prevention Teaching Kit #2.
INSTITUTION	Commercial Union Insurance Companies, Boston, MA.
PUB DATE	Dec 80
NOTE	50p.; For a related document, see SO 014 190. Posters entitled "He Got Caught," "He Got Stopped," "They Got Busted," and "Make the Best of a Bad Scene," were removed due to marginal legibility. Photographs may not reproduce clearly.
AVAILABLE FROM	Commercial Union Insurance Companies, One Beacon Street, Boston, MA 02108 (free, single copies, 25 or more, $2.00).
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Crime; Drinking; Driver Education; Junior High Schools; Learning Activities; *Legal Education; Lesson Plans; Resource Materials; Simulation; Skill Development; Skits; Stealing

ABSTRACT

Three lesson plans for grades seven through nine explore the social, moral, and financial impact of auto and bicycle theft and drinking and driving. Used individually or together as a complete unit, the lesson plans contain dramatic skits derived from real-life experiences of adolescents. Students simulate tough decision making in the face of conflicting pressures. The open-ended nature of the skits encourages students to focus on the consequences of criminal involvement. The skits can be read in class, produced for other classes, or videotaped. Followup discussion questions are provided. In addition to the dramatic skits, the lesson plans also include brief readings about the crimes covered in the skits. Following the readings are a variety of skillbuilding activities designed to provide students with reinforcement in the basic skills. All of the skits, readings, and activity exercises can be thermofaxed for duplication and distribution to students. The appendices contain answer keys, descriptions of three posters which accompany the kit but which are not included, and a bibliography of films, filmstrips, games, cassettes, and transparencies. (Author/RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED219326

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Sharon Cowie

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CRIME PREVENTION TEACHING KIT #2

Commercial Union Insurance Companies
One Beacon Street
Boston, MA 02108

December, 1980

SP014191

TABLE OF CONTENTS

MAY 2 7 1982

Crime Prevention Teaching Kit #2

A multi-disciplinary teaching kit for grades seven through nine which explores the social, moral and financial impact of auto and bicycle theft and drinking and driving.

Introduction — *Letter to Teachers* 3

Unit 1 — *Drinking and Driving* 5

Unit 2 — *Bicycle Theft* 13

Unit 3 — *Auto Theft* 23

Appendix — *Answer Key, Activities, Bibliography* 35

Introduction

Dear Teacher,

This Teaching Kit is a resource designed to help you and your students explore the social, financial and moral impact of such crimes as auto theft, drinking and driving, and bicycle theft. While young people play a large role in these crimes, there are relatively few teaching materials that address the important issues that emerge from criminal involvement -- peer pressure, personal responsibility, the far-reaching costs of criminal involvement, witness responsibility, victimization, and social responsibility.

Commercial Union, in cooperation with a team of professional educators, developed the Teaching Kit #2 to increase young people's awareness of crime and of the consequences of crime to them, their families, and their communities. The widespread misuse and abuse of automobiles and alcohol continue to impose heavy costs on all of us . . . in the form of increased insurance costs, a social climate of distrust and fear, in the inconvenience of increased security measures, and most of all in unnecessary deaths.

With this workbook you can help your students learn the facts about joyriding, professional auto theft, drunken driving, and stealing bikes. They can explore the consequences of becoming involved in these crimes. They can learn how to protect their own bikes and cars from theft. They can analyze the risks of drinking and driving.

The flexible format allows you to use the materials in a way that is best suited to your classroom needs. Three comprehensive lesson plans provide you with multi-disciplinary learning activities that are easily adapted to a range of ability levels and to a variety of purposes. Most of the activities can be assigned as individual, small group, or large group projects.

The lesson plans, used individually or together as a complete unit, include dramatic skits that involve students in simulating tough decision-making in the face of conflicting pressures. The skits can be read in class, produced for other classes, or videotaped. The open-ended nature of the skits encourages students to focus on the consequences of criminal involvement.

Because the plots were derived from real-life experiences of adolescents, your students can actively identify with the dilemmas of the characters in the skits. The follow-up questions suggested in the lesson plans serve to guide classroom discussion toward thoughtful consideration of the issues of personal responsibility and social responsibility.

In addition to the dramatic skits, we've included informational articles about the crimes covered in the skits. Following the articles are a variety of skillbuilding activities that are designed to provide your students with reinforcement in the basic skills. All of the skillbuilding activities, as well as the information articles and skits, can be Thermofaxed® for duplication and distribution to students.

CU's Teaching Kit #2 also includes:

- Three crime prevention posters
- Learning poster about post-accident Do's and Don'ts.
- Bibliography of films, filmstrips, cassettes and games.

At Commercial Union we feel that it is important for young people to be aware of the impact that crime has upon their lives. We hope that this will foster the development of responsible and informed attitudes about crime -- attitudes that will help form the basis of responsible behavior.

We hope that you will find CU's Teaching Kit #2 to be a valuable addition to your curriculum. Please let us know by filling out the enclosed feedback card and returning it to us. Thanks.

Good luck.

BEST COPY AVAILABLE

UNIT 1

Drinking and Driving

Lesson Plan 1 6

Skit: Why's She Thanking Me? 8

Skillbuilders 10

LESSON PLAN 1

Drinking and Driving

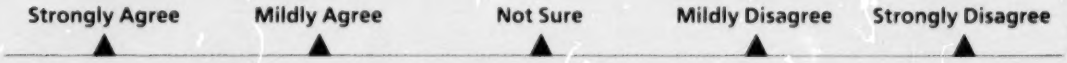
I. Objective

To help students recognize that "borrowing" a car for a joyride is stealing; to help them become aware of the consequences of drinking and driving; to help students understand the power of peer pressure; and to help them discover the serious financial, legal, and social consequences of auto theft.

II. Motivation

1. Explore with your students the consequences of doing something wrong or illegal. You can ask such questions as — Do you know someone who has done something illegal and been caught? What were the consequences? In what ways were others hurt by his or her actions?

2. Draw the following value line on the blackboard. Direct students to take a stand on the issue by writing their names at their position. Ask students to defend their position. "Most teenagers consider the temporary use of a stolen car as 'borrowing.' "



III. Skit

Have students read aloud or perform the skit, *Why's She Thanking Me?*

IV. Follow-up Questions

1. What do you think went through Mike's mind when he heard that Joey was in the hospital?

2. Do you think that Mike should have told Mrs. Donlan about the accident? Why or why not?

3. What do you think Mike will do next? Call Sharon? Leave the house? What would you do?

4. Why do you think that the three kids decided to take Mike's family car, even though none of them were licensed drivers and all of them had been drinking?

5. Why do you think that Joey went along for the ride, even though he really had not wanted to go? Have you ever been in a similar situation? What was it that made you do something that you knew was not right?

6. In order to avoid Joey's being in the hospital, how could you change the plot?

7. Why do you think that Mike and Sharon left Joey in the car? Have you ever been abandoned by your friends in a time of trouble?

8. Can Mike and Sharon be blamed for what happened to Joey? What could happen to Mike and Sharon if Joey is seriously hurt? Who should take responsibility for the damage to the car? Who should pay the restitution costs?

9. How do you think that Mike's parents will react?

10. If you were involved in a crime, would you be more concerned about the punishment you would receive or about your family's reaction to your getting caught?

V. Activities

1. Find out what crimes Mike, Sharon, and Joey committed (underage drinking, driving without a license, use of a motor vehicle without authority, leaving the scene of an accident). What do you think a fair punishment for Mike's crimes would be? For Sharon's? For Joey's? What punishment does the law require for each of their offenses? In reality, what is likely to happen to each of them? Contact a crime prevention officer, a probation officer, a lawyer, or a juvenile judge to provide you with accurate information. Write a short report on your findings and present it to your class.

*Heans, W., *Juvenile Justice*, New York: Seabury Press, 1974, p. 18.

2. Write a sequel to the play. Work with a group of friends or by yourself. Focus on what happened to one of the characters. For example, write a paragraph or a short play about what happened to Joey. Or write about what happened between Mike and his parents.

3. Take a close look at the consequences of Mike's, Sharon's and Joey's joyride. Categorize them.

Financial	**Legal**	**Social, personal, emotional**
replace car	put on probation	Joey's health
lawyer's fees for court hearing	possibility of being tried in juvenile court	upset parents
court hearing	possibility of being tried in adult court	friends may disassociate with a delinquent kid
payment of fines	possibility of getting a criminal record	
restitution	possibility of serving a sentence	
difficulty in getting insurance		
each incidence of auto theft affects everyone's insurance rates		

4. Find out the real costs of owning your dream car — the initial purchase price, maintenance, licensing, registration, taxes, insurance. Check car ads in the newspaper or *Consumer Reports* for car prices. If you plan to buy a car in the next few years, design a savings plan for yourself. Figure out how much you will have to save each year to reach your goal. Don't forget to add the cost of inflation.

5. Pretend that you are a newspaper reporter. You want to find out the real story in "Why's She Thanking Me?" Write an article about an interview you had with one or several of the people involved in the play.

6. Rewrite the play as a short story. Be sure to include descriptions of the characters and setting.

7. A recent survey showed that more than half of the nation's 7th graders had tried drinking at least once during the previous year. Beer drinking once a week was reported by 10% of seventh grade boys (*White Rose Motorist,* Feb/Mar 1979, p.3). With the approval of your principal, conduct an anonymous survey in your school to determine the age and frequency of alcohol consumption.

VI. Role Playing

1. A fourteen-year-old is arrested for stealing a 1980 TransAm. The youth is released into the custody of the parents until the juvenile court hearing. The parents and the youth are driving home from the police station. Are the parents upset? How does the teenager feel? Role play the situation in the car.

2. Lawmakers in a state legislature are debating whether or not to raise the drinking age from 18 to 20. Why do some lawmakers feel that an 18-year-old is too young to drink? What arguments can you make in favor of the 18-year-old drinking age? Role play the situation by taking opposing points of view and debating the issue.

VII. Skill Building

Introduce new vocabulary words to students. Read the information article together. Students can work on the skillbuilding activities individually. (Depending upon the ability level of your class, you may want to have your students tackle both the information article and the skill-building activities individually.)

SKIT 1

Why's She Thanking Me?

Characters:

Narrator
Sharon, 14 years old
Mike, 15 years old
Mrs. Donlan, Joey's mother

SCENE 1

Narrator Scene 1 takes place in a woods near a highway. It's night time and two kids are running through the dark woods. The sound of police sirens is in the background.

Sharon Mike, please stop! I've got to rest.

Mike We can't. We've got to get out of here fast.

(Sharon flops on the ground.)

Sharon I can't go any farther. C'mon, please wait for me.

Mike All right, we'll rest here for just a minute.

(Both kids are huffing and puffing.)

Sharon Oooo. My head aches.

Mike Yeah, mine too.

Sharon I hope Joey got out okay.

Mike Yeah, he didn't even want to take the car. I wish we had listened to him.

Sharon It was so scary when the car rolled over. The only thing that I could think of was to get out.

Mike Me, too. It's lucky that we found one another. Especially since I was still buzzed from that booze.

Sharon Yeah, me too. But, I sure sobered up fast when I heard those police sirens.

Mike Yeah, you're telling me.

Sharon Do you think your parents are home yet?

Mike No. They won't be home 'til real late. That'll give me time to make up a story.

Sharon Your Mom is going to freak out when she sees her car.

Mike That's for sure! I hope it's not totaled.

Sharon What are you going to tell your parents?

Mike Well, I don't plan on telling them that I was drinking beer and driving their car without a license, and drag racing with another car.

8

Sharon I know that, but how are you going to get out of this one?

Mike They don't have to know I was driving their car. I can say that the car was stolen while I was with you and Joey at the movies. Right?

Sharon Yeah, that sounds pretty good.

Mike But we have to make sure we all have the same story.

Sharon You better call Joey when you get home.

Mike I will. C'mon, I think that we'd better get out of here.

Sharon Okay, let's go.

(The two kids run off.)

SCENE 2

Narrator Scene 2 takes place at Mike's house. Mike's parents aren't home yet. Mike just dialed Joey's number.

Mike Hello, is Joey there? This is Mike.

Mrs. Donlan *(agitated)* Mike, I'm so glad you called. Is your Mother there?

Mike No, why?

Mrs. Donlan *(frantically)* I just got a call from the hospital. Joey was in a car accident. He was trapped in the back seat. They won't tell me whether he's conscious or not. I've got to get to the hospital, and Mr. Donlan is out of town with the car. Can your mother take me there?

Mike Uhh . . . er . . . uh, it's like I said, my parents aren't home. Why don't you call Robert's mother? I know she's home tonight.

Mrs. Donlan Thanks, Mike.

Mike Yeah, sure.

(Mike hangs up the phone)

Mike *(to himself)* Why's she thanking me?

SKILLBUILDERS 1

Vocabulary

characterize	to describe the quality of
menace	one that represents a threat or danger
exacerbate	to worsen
judicial	of or relating to the administration of justice
apprehend	arrest, seize
deter	to discourage
compulsory	mandatory, enforced
constitute	to make up
fatal	causing death
enforcement	to carry out effectively
legislation	the action of making laws

Drinking and Driving

Alcohol-related automobile accidents claimed the lives of more than 8000 teenagers in 1977. In fact, auto accidents are the leading cause of death in the 15 to 19-year-old age group. Alcohol and drug use, driver inexperience, and the use of the car as an emotional outlet all contribute to this high involvement of young people in car accidents.

After a three-year study, the Department of Transportation isolated the common elements of fatal accidents involving teenagers and alcohol. The accident usually involved a vehicle carrying three or more persons who were "cruising around" late on a weekend night. Typically the accident occurred within an hour after the individuals had been drinking and within ten miles of the driver's home. The combination of alcohol and speed was the killing factor.

Nationally, drunk drivers cause 50% of highway deaths. And of this group, young drivers constitute a large part. According to the US Department of Transportation, in the population as a whole 28 per 100,000 individuals were involved in an auto accident where alcohol was a factor, in contrast to the 42 per 100,000 individuals in the 18 and 19-year-old age groups.

Consequently, some characterize the teenage drinker-driver as the "nation's number one highway menace." Lowering of the drinking ages in many states has exacerbated the problem of teenage drinker-drivers. For example, Michigan lowered its drinking age in 1971, and subsequently found that alcohol related accidents involving 18 and 19-year-old drivers increased by 119 percent in the three years following the law change. Because other states have had similar experiences with the lowering of the drinking age, many are considering legislation to raise the age.

That the drinker-driver problem continues to contribute heavily to the number of highway fatalities is due, in part, to the inadequate commitment to enforcement of the law and to inadequate judicial support. Many drunk drivers are never apprehended by the police, and if they are arrested, the punishment they receive from the court is not enough to deter them from drinking and driving in the future.

The United States is not the only country with this problem; however, other countries have developed more effective solutions. In particular, Norway has some of the toughest laws in the world against drunk drivers . . . and they are enforced! It is illegal in Norway to consume more than one pint of beer before driving. Anyone with more than .05 percent* of alcohol in his or her blood goes to jail for an automatic sentence of three or more weeks. The sentence is generally served at a converted World War II Nazi camp. At these labor camps, drunk drivers spend their time chopping wood, tilling the soil, and . . . regretting the extra drink they had before driving!

The Norwegian police enforce the laws by setting up roadblocks where they randomly check drivers. Even a whiff of alcohol on the breath means a compulsory breath test. If the result is positive, the police whisk away the individual to a doctor for a blood test to determine the percentage of alcohol in the blood.

Because of the harsh laws and their strict enforcement, the Norwegians have changed their drinking and driving habits. For example, if a group of people is going to a party, they decide in advance that one of them will drive the group home. That driver does not drink during the party. It works out to be a very fair arrangement . . . and one that saves lives. Isn't it time we alter our drinking and driving habits? Maybe we should take a lesson from the Norwegians.

*Depending upon an individual's body weight, drinking 1–3 ounces of liquor will produce a .05 percent concentration of alcohol in the blood.

Exercises

1. Circle the words that are listed in the Word Bank. Words may be horizontal or vertical.

Word Bank	F	X	T	W	C	R	L	O	F	T	J	U
accident	B	K	N	A	T	E	E	N	A	G	E	Z
alcohol	S	P	E	E	D	M	G	B	T	U	X	F
fatal	I	T	M	O	D	T	I	J	A	D	A	O
enforcement	Y	Z	E	K	K	H	S	H	L	P	C	A
teenage	A	L	C	O	H	O	L	A	U	E	E	C
driver	R	E	R	X	A	G	A	R	A	L	R	C
arrest	R	N	O	L	U	J	T	M	F	L	B	I
exacerbate	E	D	F	S	D	R	I	V	E	R	A	D
sentence	S	B	N	W	R	P	O	O	P	H	T	E
speed	T	S	E	N	T	E	N	C	E	K	E	N
legislation	M	O	Y	G	R	O	H	T	S	I	K	T

2. Read the words below. Write the root word for each. Now, make a new word by adding other prefixes or suffixes to the root word.

	Root Word	**New Word**
compulsory	*compel*	*compelling*
enforcement	_____	_____
legislation	_____	_____
fatality	_____	_____
inexperience	_____	_____
expression	_____	_____
involvement	_____	_____
characterize	_____	_____
committed	_____	_____
illegal	_____	_____

3. Which groups of words are sentences when proper punctuation is added? Put S beside each sentence. Punctuate the sentences and write NS for non-sentences.

_____ Among the dangerous effects of alcohol is its tendency to increase risk taking

_____ Alcohol's tendency to increase aggressive behavior

_____ Alcohol impairs driving skill

_____ Because of the dangerous side effects of alcohol

_____ Alcohol use is associated with a higher number of auto crashes

_____ Alcohol-related crashes stem from the increased risk-taking and aggressive behavior

_____ Both drinking and driving satisfy strong basic needs of young people

_____ Young people's need to be part of the group and to achieve recognition from friends

Rewrite the groups of words that are not sentences so that they become sentences.

_____

_____

_____

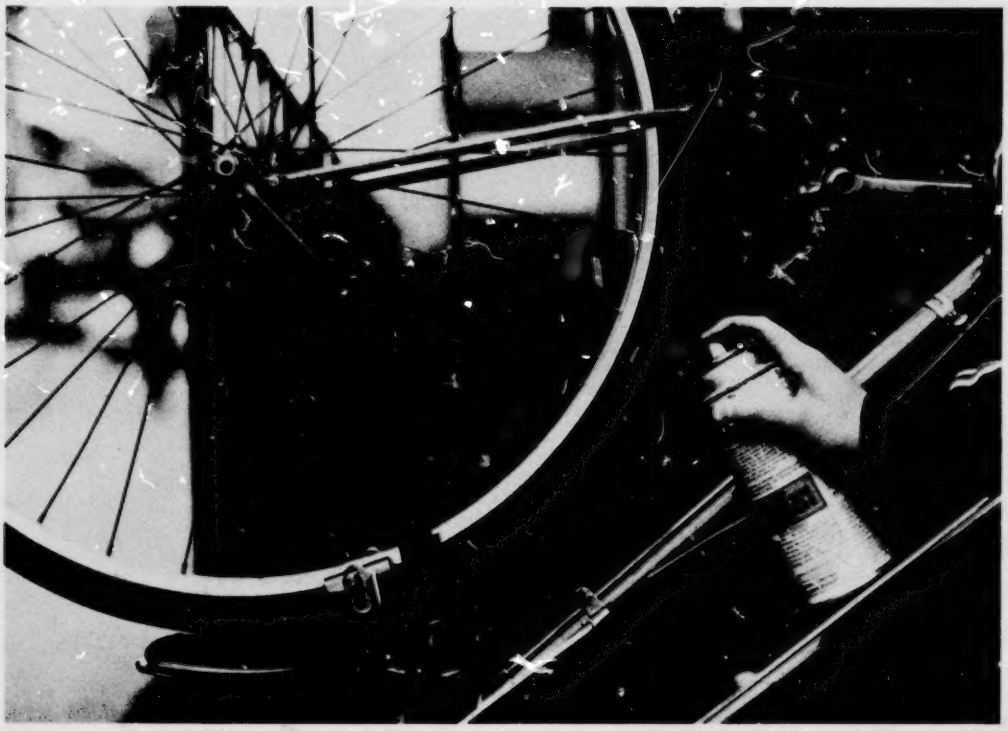
_____

_____

BEST COPY AVAILABLE

UNIT 2

Bicycle Theft



Lesson Plan 2 14

Skit: Bicycle Business 16

Skillbuilders 20

LESSON PLAN 2

Bicycle Theft

I. Objective

To help students become aware of the consequences of bicycle theft; to help them understand the difficulties of being a witness to a crime and the ensuing responsibilities; to help students learn bicycle theft prevention techniques; and to help them recognize the rights of the individual to have his or her property protected.

II. Motivation

1. Ask your students if they have ever had anything stolen. How was it stolen? Were they able to get it back? If not, how did they feel? How did they feel about the thief?

2. Lead your students in a discussion about witness responsibilities with the following questions. Would you report information or evidence leading to the arrest of a thief if . . .

a. your bike was stolen?

b. a friend stole a bike?

c. your younger brother's bike was stolen?

Is there a difference in the three instances?

III. Skit

Have students read aloud or perform the skit, *Bicycle Business*.

IV. Follow-up Questions

1. Describe Carol's dilemma. What do you think she should do? What do you think she will do? What would you do?

2. Is there any way that Sally and Barb could have made it more difficult for Kurt and Micky to steal their bikes?

3. What do you think Micky and Kurt did with their old bikes?

4. What do you think that Mrs. O'Conner's reaction would be if she learned that her son had stolen the girls' bikes?

5. In what ways do Barb and Sally get hurt? Maria and Joanie? Carol? Mrs. O'Connor? Sally's father? Kurt and Micky?

6. Have you ever been doing something fun, like going on a trip, and then something happened to ruin the trip? How did you feel? What did you do?

7. How do you think that the girls will get new bikes? Will their parents' insurance pay for it? Find out if your parents' insurance covers your bike.

8. What crimes did Kurt and Micky commit?

9. What punishment should they receive if they are caught?

V. Activities

1. Do a study on bike theft in your town. Check with your local police department for the facts. Your study could focus on some of the following:

a. How many bike thefts were reported last year? Two years ago? Compare. Graph results.

b. How many of the stolen bikes were recovered?

c. How many bike thieves were arrested? What happened to them?

d. In the last year, find out how many bike thefts occurred each month. Graph results. Which month has the highest rate of theft? How do you account for this?

e. What kind of bikes were most likely to be taken?

f. From where are most bikes taken? Home? School? Stores?

g. What is the most effective theft deterrent?

2. Start a "Protect Your Bike" campaign. Design posters to publicize your message. Invite your local crime prevention officer to speak to your school about the ways in which Operation Identification can help to protect your bikes and other valuables.

3. Visit a bike shop. Check out the different kinds of locking devices. Find out the pros and cons of each kind. Complete the checklist for each device you inspect. Which one would you recommend as the best investment? You might want to check *Consumer Reports* to see what the experts say.

	Good	Average	Bad
Ease of carrying			
Strength			
Flexibility			
Cost			
Weight			
Effectiveness			

4. Let your imagination go wild. Design the ultimate bike-locking device. It does not have to be realistic or practical, but it must be effective — so that no thief could ever steal the bike. Assume that you can use any materials in the entire universe. Show how it works on paper.

VI. Skill Building

Introduce new vocabulary words to students. Read information article together. Students can work on the skillbuilding activities individually. (Depending upon the ability level of your class, you may want to have your students tackle both the information article and the skillbuilding activities individually.)

SKIT 2

Bicycle Business

Characters:

Narrator
Sally, Barb, Joanie, Marie – four bikers
Micky O'Conner, student
Kurt, Micky's friend
Carol O'Conner, his sister
Mrs. O'Conner, their mother

SCENE 1

Narrator Scene 1 takes place at the parking lot of a campground. Sally, Barb, Joanie, and Maria have packed up their camping gear and are ready to start the next leg of their bike trip. As they approach the bike rack, Sally notices that her 10-speed, a red Schwinn, is gone. She moves closer to the bike rack and sees the cut chain and lock lying on the ground.

Sally What's this? Oh, no! My bike's gone!

(Barb is in a grove of trees near the bike racks.)

Barb Did anyone see my bike? I left it under these trees.

Sally Barb, come here! Someone cut my chain and stole my bike.

Barb Oh, great! I bet they got my bike, too.

(Joanie and Maria walk over with their bikes.)

Joanie What's going on? Are you ready to go?

Sally We think someone's taken our bikes.

Maria What? That's all we need.

Barb This will wreck the whole trip.

Sally *(nodding in agreement)* Tell me about it!

Joanie Look, maybe we should call the police, what do you think?

Barb What can they do? The bikes are gone!

Sally They might be able to do something. My name is engraved on the bike frame. Maybe some kids took our bikes for a ride and then left them somewhere.

Barb If they took the trouble to use wire cutters on your chain, I don't think they were interested in a joy ride. I guess my unlocked bike was an easy target

Sally Yeah. I'll call the police and see if they can help.

SCENE 2

Narrator Scene 2 takes place in a garage on Summer Street. Two boys are working on some bikes.

Micky Did you get the spray paint?

Kurt Yeah, I had trouble finding the right color, but I finally found it at Harvey's Hardware.

Micky That's good. We've got to make these bikes look just like our old ones so our parents don't find out.

Kurt Yeah, I'd be totally shafted if my parents ever found out.

Micky Don't worry; they won't.

Kurt I guess not. Ripping off those bikes was a great idea.

SCENE 3

Narrator Scene 3 takes place at the campground. The girls are trying to figure out how Sally and Barb can continue the trip. The police have just stopped by to say that they couldn't trace the bikes.

Maria What are you going to do now?

Sally I guess we'll just have to go home. I don't have enough money to buy another bike. How about you, Barb?

Barb No way. I spent all of my money on this trip.

Maria What a bummer.

Joanie Yeah, it sure is.

Maria I hope they find those rip-off artists and put them away.

Barb At least!

Sally We'd better get moving. I'll call my parents to come pick us up.

Joanie But I feel so rotten leaving you here.

Sally There's nothing you can do. You'd better get going so you have enough daylight to get to the next campground.

Maria I guess you're right. I hope you don't have to wait too long for your parents.

Sally Don't worry. We'll be okay.

Barb Yeah. At least we had half a trip.

(Sally and Barb wave as the other two ride away.)

17

SCENE 4

Narrator Scene 4 takes place in the garage on Summer Street. The boys are working. Suddenly, Micky's sister, Carol, walks in.

Carol Hey, Micky, do you have . . . hey, what are you guys doing?

Micky Nothing. What are you doing? You're supposed to be babysitting.

Carol I'm finished. Whose bikes are those?

Micky Uh . . . uh, oh yeah, Kurt and I started a little business here. We're into bike painting.

Kurt Yeah, and we're going to make good bread.

Carol Do you need any help? I'd think I'd rather paint bikes than babysit this summer.

Micky No thanks, Carol, we can manage on our own.

(Carol moves closer to the red bike.)

Carol This sure is a nice bike. Whose is it?

Micky Uh . . . uhh, some guy on the track team. You don't know him.

Carol Boy, this bike could use some new brake pads. Hey, what's th[illegible]? Oh, his name's on the frame . . . Sally Bentley? I never heard of anyone named Sally Bentley.

Micky Why don't you get lost, Carol. You're so nosey. It's none of your business anyway. I don't know why he's got "Sally Bentley" written on his bike. C'mon, get lost. Beat it, don't be such a big mouth.

Carol Yeah, sure.

(Carol walks out of the garage, full of doubt.)

SCENE 5

Narrator Scene 5 takes place at the campground. Sally is on the phone with her father.

Sally Dad, this is Sally. My bike got stolen. And so did Barb's. The police couldn't find them, and they said that there wasn't a very good chance of finding them. Can you pick us up at the Tasty Freeze in *(insert name of town)*? Uh huh, thanks, Dad. See you there.

Sally That's the first piece of good luck we've had today. My dad will be here in a few hours.

Barb Let's go to the Tasty Freeze and drown our sorrows in ice cream.

SCENE 6

Narrator Scene 6 takes place on the side of the road. Sally and Barb are walking into the town. They stop to ask a woman and her daughter for directions.

Sally Excuse me, can you please tell us the shortest way into town?

Mrs. O'Conner Just follow this road and it will lead you to the center of town.

Carol It's a really long walk.

Barb I was afraid of that. We could have ridden our bikes, except they were stolen last night.

Mrs. O'Conner Stolen! That's too bad!

Sally Yeah, we were staying at the campground last night. When we got up this morning, our bikes were gone.

Mrs. O'Conner Oh, what a shame!

Barb Yeah, Sally even had her bike locked. They cut right through the chain.

Carol Sally? Sally is your name?

Sally Yeah, that's my name.

Carol What kind of bike did you have, Sally?

Sally I had a red Schwinn and Barb had a yellow Fuji.

Mrs. O'Conner Well, I hope that you reported it to the police.

Sally We called them right away. They didn't seem to think they could help us much. I even had my name engraved in the frame.

Barb Anyway, that killed our trip. We've got to go home. Luckily, Sally's dad can pick us up. We're going to meet him at the Tasty Freeze.

Mrs. O'Conner I'm sorry to hear about your bad luck. We'll be on the lookout for your bikes, won't we Carol?

Carol *(glumly)* Yeah.

19

SKILLBUILDERS 2

Vocabulary

larceny-theft	the unlawful taking, carrying, leading, or riding away of property from the possession of another — e.g., shoplifting, pickpocketing, bike theft.
accumulate	to increase in quantity or number
victim	one that is injured, destroyed, or sacrificed under any of various conditions
homeowners' insurance policy	a program for which you pay an amount of money to have your property protected in case of fire, theft, etc., For example, if contents of your home are stolen, the insurance company pays the replacement costs.
deductible	clause in an insurance policy that requires you to pay the first $100 or $200 (or whatever amount you decide upon) of a loss. For example, if your $5000 car is stolen and you have a $200 deductible insurance policy, the insurance company will give you $4800 to replace your car. You pay the first $200.
cardinal	of basic importance
conspicuous	obvious to the eye or mind
stationary	immobile
precautionary	a measure taken beforehand to prevent harm
recover	to regain
prevention	the act of stopping
case-hardened	to harden so that the surface layer is harder than the interior

Bicycle Theft

Each year over a half million bicycles are stolen. Multi-speed models valued at $100 or more are the favorite targets of bike thieves . . . especially unlocked ones.

Each year thousands of bikes are stolen because they are left unlocked. In 1978 bicycle theft accounted for 11% of all larceny-theft. Bicycle thieves accumulated millions of dollars worth of "hot wheels" . . . a big profit for the criminals and a large loss for the victims.

Victims often replace stolen bikes at their own expense. Even if the stolen property is covered under a homeowners' insurance policy, policies operate on a $100 or $200 deductible. That means that you pay the first $100 or $200 to replace the stolen property and the insurance company pays the rest. However, the average bike does not cost more than 200 dollars. That means that the victim pays!

Because an unlocked bike is an easy target for a would-be thief, the cardinal rule of theft prevention is to lock your bike — ALWAYS! It is best to use a ⅜" chain covered in plastic and a case-hardened lock or one of the new Kryptonite locks. A lighter chain, though more convenient to carry, can be cut easily. Be sure to chain the bike to a stationary object in a conspicuous place. Thieves do not like to work in a crowd. At home, you should keep your bike locked and out of sight.

You can take precautionary measures to increase the chances of recovering your bike should it be stolen. Use an engraving tool to etch your name in the metal frame. Even if the thief tries to disguise your bike by repainting it, your name will remain as an identifying feature.

Be sure to register the serial number, make, model, and description of your bike with the local police. It is much easier for the police to recover a licensed bike, if stolen, than an unlicensed one.

Finally, to avoid paying the replacement cost of a stolen bike, check to see whether your bike is covered under your parents' homeowners' or renters' insurance policy. If not, bicycle shops can give you information about getting special bicycle insurance coverage.

Exercises

1. Put an X in front of the best newspaper headline for the bicycle theft information article.

_____ Bicycle Thieves Ride Away With the Goods

_____ Careless Bike Owners Pay for Their Mistakes

_____ Cost of Replacing Stolen Bike Rises Each Year

_____ Millions Buy Bicycle Insurance Policies

2. Read the groups of phrases. Combine them to make sentences. The first one is done for you. Remember to punctuate the sentences. If you are having trouble, you can find clues in the information article.

1. are stolen
over a half million
each year
bicycles

Each year over a half million bicycles are stolen.

2. are left unlocked
each year
because they
are stolen
thousands of bikes

3. is an easy target
of theft prevention
for a would-be thief
the cardinal rule
because an unlocked bike
is to always lock your bike

4. whether your bike
of a stolen bike
the replacement cost
check to see
to avoid paying
homeowners' or renters' policy
is covered under your parents'

21

5. your name
to disguise
will remain
your bike
even if the thief tries
as an identifying feature
by repainting it

3. Name four things that you can do to protect your bike from theft.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

4. Look at the list below. In the first column, unscramble these words from the information article. In the second column, put them in alphabetical order.

	Unscrambled Word	**Alphabetical Order**
ccbleiy	_____	_____
rnvtcii	_____	_____
ritnnopeev	_____	_____
kocl	_____	_____
hftte	_____	_____

Construct a sentence which uses four of the unscrambled words.

_____

_____

_____

_____

BEST COPY AVAILABLE

UNIT 3

Auto Theft

Lesson Plan 3 24

Skit: Sam's Stereo Payment Plan 26

Skillbuilders 29

LESSON PLAN 3

Auto Theft

I. Objective

To help students become aware of the growing involvement of professional criminals in auto theft; to help them recognize that buying stolen goods keeps crooks in business; to help students realize that auto theft has serious social and economic consequences for our society; and to help them see auto theft from the victim's point-of-view.

II. Motivation

Introduce the term "Fagan ring." The term comes from Dickens' *Oliver Twist* in which Fagan provided food and shelter for young runaways in exchange for their work . . . pick-pocketing and purse-snatching. He taught them the tactics of good pick-pocketing and then demanded the profits from their efforts. Having no other real choice, the young runaways acquiesced.

Lead your students toward a discovery of what "Fagan ring" means in the context of professional auto theft.

III. Skit

Have students read aloud or perform the skit, *Sam's Stereo Payment Plan.*

IV. Follow-up Questions

1. What do you think Steve will do? Will he meet Sam? Why or why not?

2. What did Sam mean when he referred to his stereo as "hot stuff"?

3. Is it true, as Matt said, that no one gets hurt when a car is stolen? In what ways did Jill get hurt? Matt? Sam?

4. If you were Steve, would you provide the police with the information that you knew about Sam? Why or why not?

5. What crimes did Sam commit? (receiving stolen goods, driving without a license, auto theft)

6. If Sam were arrested, what do you think a fair punishment for Sam would be?

7. Do you think that Steve would have reacted differently had the stolen car been a stranger's and not one of his classmates'? Does Steve think that it is less wrong to steal a stranger's car?

8. Why do you think that professional auto thieves use juveniles to do their dirty work?

V. Activities

1. Find out what can happen if you unknowingly buy something that has been stolen. For example, if you buy a "hot" radio and the police are able to trace it to you, what can they do? (They can press criminal charges.)

2. How does auto theft affect insurance rates? Invite a local independent insurance agent to discuss this problem with your class. Ask him to compare the rates ten years ago with today's rates. How much does auto theft contribute to this increase? Insurance fraud?

3. Here's another question for your insurance agent. If your car is stolen, what portion of the cost does the insurance company pay? For example, if you have a $7,000 car, how much can you expect to receive from the insurance company if it is stolen?

4. Invite your local police officer to speak to your class about the kinds of cars that are most often stolen. What time of day are they stolen? Where? Who steals them -- joyriders or professional criminals?

5. How do professional auto thieves fence their goods? How do they distribute and sell the cars and the parts they steal? Check the "Chop Shops" article in *Life,* 8/80, p. 44.

6. Interview a victim of an auto theft. What problems did the person encounter? Write an account of the interview for your local newspaper.

7. What is the punishment for auto theft? Is there a difference between the punishment juveniles and adults receive? Write a report on your findings.

8. In what kind of vehicles, other than cars, are professional thieves interested? Check with your local police. Report back to your class with the information.

9. The 1978 FBI Uniform Crime Report reported some interesting arrest trends in motor vehicle theft for the period from 1974–1978. In that four year period, arrests of males under 18 years of age went down 13.2 percent; whereas, in that same period, arrests of females under 18 years of age went up 31.8 percent. What could be the reason for this trend? Write a short paragraph on your hypothesis.

10. In cooperation with your local independent insurance agent, launch a "Lock Your Car" campaign. He or she can obtain materials (leaflets, posters, news releases, etc.) from the Insurance Information Institute, 110 William Street, New York, NY 10038. In conjunction with your local police force, choose a day to check parked cars in your town for keys left in the ignition, valuables left in plain view, and unlocked cars. Record your findings. (The national average for unlocked cars is 40%.)*

11. Leave "Lock Your Car" leaflets on the unlocked cars. Write a story describing your findings for your local newspaper. Proclaim a "Lock Your Car" week. Run ads in your local newspaper. Design posters for your local stores. Obtain FREE Public Service Announcement time on your local radio station to publicize your efforts. Several weeks after you complete the campaign, do a post-test to see how effective your campaign was. Return to the same area where you initially checked cars. Check the number of unlocked cars again. Record your findings.

12. If there is a large group of students in your class whose second language is English, translate the skit into their language. Perform the skit for parents, brothers, and sisters.

VI. Role Playing

1. A young couple is concerned about the total cost of the new car they will buy — not only the purchase price, but the maintenance, the insurance, and the gas. They are talking to their insurance agent about the different insurance rates for various cars. They are disappointed to discover that the flashy sports car they want to buy has one of the highest rates. The insurance person explains that nice cars are often stolen; therefore, the insurance rates must be higher to cover the potential loss of the car. How does the couple feel? What do you think they will do? Role play the situation.

2. A reporter on the crime beat got a lead on an auto theft story. The hot tip led her to Market Street where she found the victim surrounded by a crowd of police and people. The reporter rushed over to interview the upset woman. How do you think the woman felt? Role play the interview.

The same reporter decided to write a series on auto theft. She arranged to interview a juvenile court judge who had had much experience with young auto thieves. He was very discouraged by the number of teenagers who got their start in crime through auto theft. Role play the interview.

VII. Skill Building

Introduce new vocabulary words to students. Read information articles together. Students can work on the skillbuilding activities individually. Depending upon the ability level of your class, you may want to have your students tackle both the information article and the skillbuilding activities individually.

*The Journal of Insurance, 8-9/80, p.32

SKIT 3

Sam's Stereo Payment Plan

Characters: Narrator
Sam, Matt, Steve, Jill — students

SCENE 1

Time: April

Narrator	Scene 1 takes place in Sam's bedroom. The boys are checking out Sam's new sound system.
Sam	*(proudly)* Well, what do you think of it?
Matt	*(in awe)* Wow! It's decent. Let's hear it.
Steve	Do you have *(popular recording group)* ?
Matt	Yeah. Good choice. I can't get *(name of recording group)* on my radio.
	(Sam is looking through his albums)
Sam	How 'bout *(popular record)* ?
Steve	Yeah, good stuff.
Matt	Sam, how did you ever get the bucks to buy this stereo?
Sam	Well, I've been working at the hardware store and I just saved my money.
Matt	Yeah, but you've only been working that job for a few hours a day after school since March.
Steve	*(suspiciously)* And you made enough money in two months to buy this system?
Sam	Sure.
Matt	Come on, Sam. How did you really get this? *(jokingly)* Did your old man lay some money on you? Did you rob a bank?
Steve	Yeah, Sam. You had to do something other than shoveling peat moss to get this.
Sam	*(laughing)* Okay, okay. I'm going to let you two in on something . . . but it stays in this room, okay?
Steve	Yeah, sure.
Matt	You can trust us.
Sam	*(lowering voice)* See, I met this guy who was selling some stereos real cheap. Hot stuff, you know what I mean? Well, I wanted a good stereo, just like you guys want. But I didn't have the bread. The guy said it was no problem. I couldn't believe my ears.
Steve	*(in disbelief)* You mean he let you have it for nothing?

26

Sam Not exactly.

Matt Well, what did you have to do?

Sam Oh, I had to "borrow" a few cars.

Matt *(puzzled)* What do you mean "borrow"?

Sam He said all I had to do was hang around the parking lot at the shopping center. Mostly at night. Watch for a good chance to hot-wire a car, then drive it to the chop shop.

Steve *(protesting)* But you don't even have a license.

Matt *(bewildered)* And what's a chop shop?

Sam It's a place where they take cars apart. Then they sell the parts.

Steve And what about a driving license?

Sam Hey, man, a license was the least of my worries. It was an easy way to make a fast $200 — enough for my new stereo. Besides, it only took me a couple o' nights. In fact, I finished paying back the money last night.

Matt *(enthusiastically)* Hey! It does sound easy.

Steve *(not convinced)* But what happens if you get caught?

Sam *(laughing)* How will they catch me? That car is in hundreds of pieces by now. Besides, even if they catch me, I'll never go to jail. I'm just an innocent juvenile.

Steve *(unsure)* It still sounds risky to me.

Sam Sure it's a chance. But not a big one. And look what I got. A couple of nights work for a new stereo. You can't beat that deal. And those guys always need help. You guys could get in on the deal if you wanted.

Matt You mean it's that easy?

Sam Sure, I can set it up for you. No big deal. You pay your stereo off with one or two nights' work. No sweat. Nobody gets hurt, and you get a stereo. If you wanna do it, meet me tonight.

Matt *(excited)* Great! Where?

Sam The burger place at 8.

SCENE 2

Narrator Scene 2 takes place at the local hamburger place. Jill is sitting in a booth. Steve and Matt walk into the place and see Jill.

Matt Hey, Jill, what are ya doin' tonight?

Jill *(downcast)* Not too much . . . now.

Steve What do you mean by that?

Jill My mother was going to take Kathy and me to Sports City to buy roller skates, but now we can't go.

27

Matt Why not?

Jill Her car was ripped off last night.

Steve *(surprised)* You're kidding!?!

Jill I wish I were.

Matt How did it happen?

Jill Last night my little brother was really sick, so my mother went out to get him some medicine. She was so upset about his high fever that when she got to the drug store at the shopping center, she left the car unlocked and left the keys in the ignition, too!

Matt Oh, no!

Jill Yeah. Fifteen minutes later, the car was gone. And the police have no leads.

Steve You mean the police have no idea who the guy . . . I mean, who the person is?

Jill No. They think it's part of some ring, but they don't have any proof.

Steve That's too bad. But your insurance will pay, won't it?

Jill Well, some of it. But not all. And we need a car right now.

Steve Well, you can get one soon, can't you?

Jill *(upset)* Oh, yeah, sure. Gotta get going. See you later.

(Jill leaves)

Steve *(a little nervously)* Wow, what did you think about that? I bet it's part of Sam's "stereo payment plan," don't you?

Matt Yeah. You may be right.

Steve Are you still gonna meet him tonight?

Matt Sure, why not?

Steve *(insistently)* Well, you heard what happened to Jill's family.

Matt *(confidently)* Don't be stupid. It's no sweat for her family. The insurance company will pick up the tab anyway.

Steve *(unsure)* I still don't know.

Matt Well, I know that I want a stereo and I'm gonna get one just like Sam's. Just like he said . . . it's a fast $200 and no one gets hurt.

Steve I don't know if it's such a great idea.

Matt Well I do. Hey look, are you coming or not?

SKILLBUILDER 3

Vocabulary

burglary	unlawful entry of a structure to commit a felony or a theft
larceny-theft	unlawful taking, carrying, leading, or riding away of property from the possession of another
machismo	an exaggerated sense of masculine pride
forerunner	a sign or symptom of things to come
fraud	act of deceiving or misrepresenting
lucrative	producing wealth
proliferation	rapid growth
aggravated assault	unlawful attack by one person upon another for the purpose of inflicting severe bodily injury
primary offense	breaking the law, for the first time
fence	to sell stolen goods

Auto Theft Problem

Every 32 seconds a motor vehicle was stolen in 1978. By year's end, motor vehicle thefts totaled 991,611 — at an estimated loss of $2.3 billion. Auto thieves stole one of every 145 registered motor vehicles in the United States.

Auto theft is a property crime. Such crimes include burglary, larceny/theft, and motor vehicle theft. Property crimes are crimes committed against personal or public property, compared to violent crimes which are aimed at individuals (e.g., murder, robbery, aggravated assault).

Property crimes are committed most often by juveniles. Of the 1.7 million property crimes committed in 1978, 63% were committed by those under 21. And of these juvenile property crimes, auto theft was a particularly widespread first offense. In 1978, 51% of auto thieves were under 18, and ⅓ of them were not licensed to drive. Auto theft, the "kindergarten of crime," is often the first step in a criminal career.

Many young auto thieves get their start in crime as "joyriders." Looking for kicks on a Friday night, they hop into a car, drive until there is no gas, and then abandon it undamaged. Others are not so careful with their "borrowed wheels." Drugs, drinking, and machismo increase the likelihood of the car's being damaged or completely destroyed.

Why do young people steal cars? For kicks? For status? Studies indicate that juveniles most frequently steal cars for one of the following reasons: the youth is too young to own or drive a car, he or she is not allowed to drive the family car, his or her family does not own a car, or he or she has no money to buy a car.

In addition to joyriding, juveniles are involved in another type of auto theft . . . the Fagan ring. Professional thieves, acting like Dickens' Fagan, employ young people to steal cars. According to Tony Pearson of *The Boston Globe* (4/11/76), "authorities are disturbed by the indications that a small but steadily growing number of kids who steal cars are selling them to professionals for $50 to $100 each — for cars worth $5,000 to $10,000 each." In other words, the young people do the dirty work, while the pros concentrate on the distribution of the "hot" goods. The juveniles take the heat, while the pros take the profit.

That auto theft is the forerunner of criminal life is amply demonstrated by the records of many convicted offenders. The Massachusetts Governor's Task Force on Automobile Theft found that of six selected youthful offenders, all had a significant number of auto theft charges. For example, one had a total of 47 charges, nine of which were for auto theft; another had 46 charges, 13 of which were for auto theft; and a third had 36 charges, 13 for auto theft. Clearly auto theft serves as a training ground for a professional career in crime.

While a significant portion of auto thefts are committed by juveniles, there is an increasing involvement in auto theft by professional criminals. Professional auto theft is a "multi-million dollar, tax-free industry, specializing in the 'chop shop,' the steal-to-order parts racket, and sophisticated insurance fraud schemes."[1]

One of the fastest growing schemes is the chop shop operation. Instead of fencing the stolen car, professional thieves fence the parts of the car. Stealing cars for parts is a much more lucrative business. The Alliance of American Insurers reports that the parts of a standard 1979 car are worth 4½ times as much as the assembled car. That means that the parts of a $5,741 car are worth $25,834. It is no wonder that there has been a rapid proliferation of chop shop operations.

Not only is the chop shop operation lucrative, it is also efficient. The pros drive straight to the chop shop with their "hot" cars, and within minutes, the car is cut up by specially-trained crews.

One professional ring had a very shrewd scheme. It rented a one-story building and paid the landlord two months rent in advance. Every night it stole a half-dozen cars that it drove to its rented building. After removing the vital parts from the cars, the ring members stacked the remains with a forklift. When the building was full, they abandoned the space. When the landlord came for his third month's rent, he found his building filled with stacked car shells.

With the ever-increasing involvement of professional criminals in auto theft, as well as the on-going joyriding problem, it is essential that the public become aware of the ways in which auto theft can be prevented. One of the most effective measures in preventing auto theft is locking one's car. The National Auto Theft Bureau reported that a surprising twenty percent of stolen cars were left with the keys in the ignition and an even higher percentage were left unlocked. By always locking one's car, one can deter the joyrider who is looking for an easy target, and one can inhibit the professional thief who wants to make a quick and easy take.

One of the most important things to an auto thief is that he or she be able to work unobtrusively. Anything that draws attention to an "on-the-job" auto theft will make the thief abandon his or her prey; therefore, crowds, light and noise all work against a car thief. Parking in well-lighted and well-populated areas and installing alarm systems or crook locks make the theft of a car much more difficult for a thief.

In addition to the steps that individuals can take to prevent auto theft, lawmakers and the courts are working on measures to deter auto thieves: the adoption of mandatory vehicle identification numbers for all major parts of cars, licensing of scrap processors, and encouraging more certain punishment for offenders.

Discouraging auto thieves is not an easy task. That's why the cooperation of many different groups is essential — lawmakers, car owners, public officials, police and judges. Only a comprehensive and cooperative attack can eliminate the auto theft problem.

[1]The Governor's Task Force on Automobile Theft, *Auto Theft in Massachusetts — An Executive Response*, March, 1980, p. xix.

Exercises

1. Stump your classmates. Make a true-false test about the information article. Write ten statements about the article . . . some true and some false. Trade papers with your classmates and take the test.

True or False?

1. _____

_____ T_____ F_____

2. _____

_____ T_____ F_____

3. _____

_____ T_____ F_____

4. _____

_____ T_____ F_____

5. _____

_____ T_____ F_____

6. _____

_____ T_____ F_____

7. _____

_____ T_____ F_____

8. _____

_____ T_____ F_____

9. _____

_____ T_____ F_____

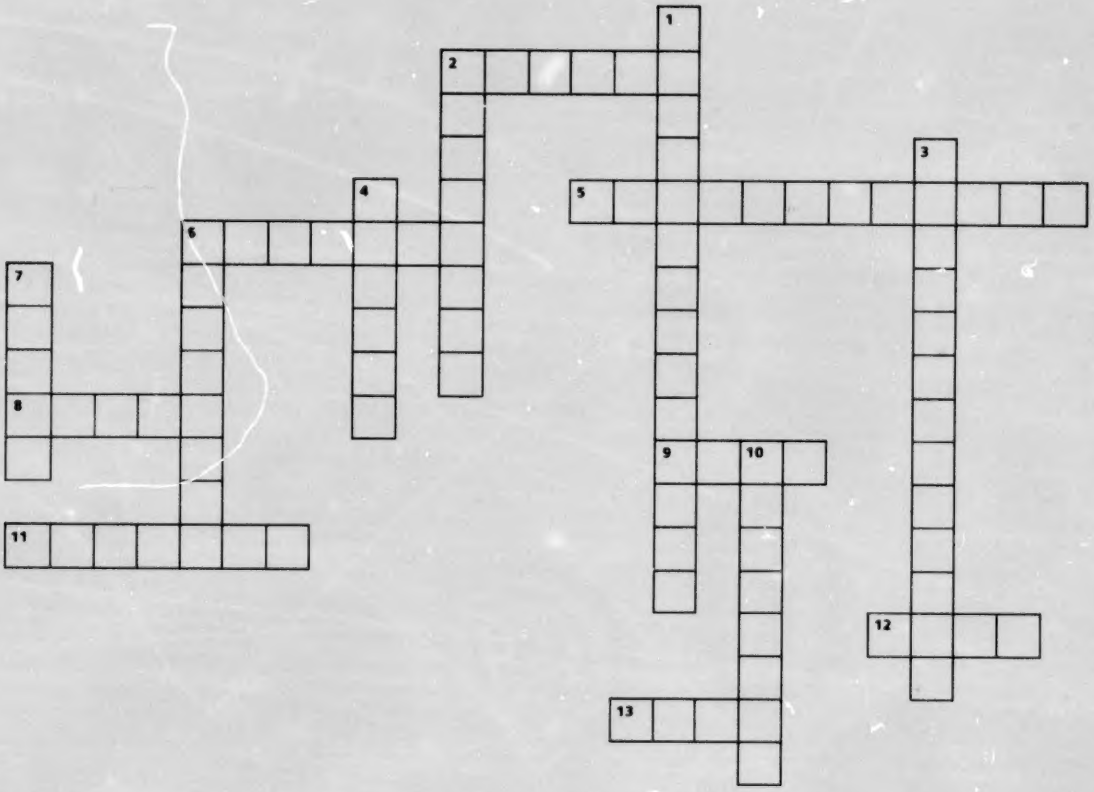
10. _____

_____ T_____ F_____

Name _____ **Score**_____

31

2. Complete the crossword puzzle.



C L U E S

Across

2. Those who enforce the law.

5. The kind of auto thief who runs a chop shop operation.

6. "Borrowing" (stealing) a car for a ride around town until the gas runs out.

8. Dickens' character in *Oliver Twist* who employed young boys as pick-pockets.

9. What you should ALWAYS do to your car or bike when you are not using it.

11. An individual who sees a crime being committed.

12. Lock your car with these.

13. _____ theft is big business for professional thieves and a lark for joyriders.

Down

1. A witness has the _____ to report any information he or she has about a crime.

2. Juveniles commit more _____ crimes than violent crimes.

3. Cars, trucks, busses, tractors, motorcycles are all _____ _____. (2)

4. One who is hurt — physically, emotionally or financially — by the illegal activities of others.

6. Most youthful offenders receive theft hearings in _____ court, not adult criminal court.

7. The unlawful taking of another's property

10. Place where professional auto thieves take cars apart in order to sell the parts.

3. Read Alan H. Sheehan's article below, "Stealing Cars. Part of Growing Up or a Criminal Offense?" (*Boston Globe*, 5/20/76, p. 1, reprinted with permission.)

Vocabulary

"use withouts"	use of a motor vehicle without the authority, or permission of the owner
probation	suspending the sentence of a convicted offender and giving him freedom during good behavior under the supervision of a probation officer
misdemeanor	a crime less serious than a felony
suspended	set aside or stopped temporarily
indeterminate	not leading toward a definite end or result
incarcerate	to put in prison
deterrent	serving to discourage
defendant	a person required to make an answer in legal action
wanton	merciless, inhumane
unnerved	to cause to become nervous

Case Study

Stealing Cars: Part of Growing Up or a Criminal Offense?

"He gave you a break," the lawyer told his 19-year-old client outside the courtroom in the Suffolk County Courthouse. "You'll be on probation for three years, so you'd better keep your nose clean."

The youth's blond, shoulder-length hair shook as he nervously nodded his head in agreement. He knew that at that precise moment he could be on his way to Concord Reformatory for stealing cars.

Boston Municipal Court Judge Francis X. Morrissey, sitting in Suffolk Superior Court's "misdemeanor session," had accepted the prosecutor's recommendation and suspended an indeterminate sentence to Concord. Michael pleaded guilty to a charge of using a motor vehicle without authority.

Assistant District Atty. David G. Eisenstadt, who has handled about 500 "use withouts" during the past five years, said that Michael's case was somewhat more serious than the ordinary cases he prosecutes on appeal from the county's eight district courts and Boston Municipal Court.

"We get a lot of first offenders, usually between the ages of 17 and 20 years."

Michael's case was unusual because at the age of 18, he was caught driving stolen cars three separate times in a three-month period, beginning last September. He had no previous record for any type of criminal offense.

Tried in Dorchester District Court after each arrest, Michael initially was placed on probation for two years. For the second offense, he received a suspended three-month jail sentence, and, finally, was given a six-month commitment to Deer Island which he appealed.

Eisenstadt said he could have recommended that Michael be incarcerated on the basis of the three arrests and the short duration between offenses that appeared to show that court appearances had had no deterrent effect.

"But it's more complicated than that. There are other factors to be considered," he said. "I look at the incident to determine if there was a reckless disregard for the safety of others . . .

"I also pay close attention to how the defendant acts in court and whether or not he is accompanied by his parents."

In Michael's cases there had been no personal or property damage and, apparently, no wanton disregard for the safety of others. He was with his mother during his court appearance and he seemed unnerved at the thought of being sent to jail.

A letter to the court from Michael's probation officer weighed heavily in his favor. He notified Judge Morrissey that Michael had kept out of trouble for five months, that he was employed full-time and was attending night school.

Discussion Questions

1. Do you agree with the punishment Michael received for stealing his third car? Why or why not?

2. There are some people who favor harsher and more consistent punishment for juvenile auto thieves. Under the present system, punishment is left to the discretion of the judge. Some lawmakers have proposed that a youth's second auto theft result in a mandatory seven day confinement in a juvenile detention center and his or her third auto theft result in a mandatory 90 day confinement. What do you think about treating all juvenile defendants alike, regardless of their individual circumstances?

3. Do you think that distinction should be made between the first offense and second offense? Should all auto thefts be punished in the same manner?

4. In the play, "Why's She Thanking Me?", what punishment is Mike likely to receive if his joyriding escapade was his first? His third?

5. Read the following opinions of two judges. Do you agree? Express your opinion in writing.

a. Chief Justice Jacob Lewiton of Boston Municipal Court was quoted in the 5/20/76 issue of the *Boston Globe* (p. 22) as saying that "A suspended sentence with probation is not a slap on the wrist. It serves as a deterrent. It's a sword hanging over his head. He also gets a police and court record."

What do you think? If an individual has been found guilty of auto theft and does not have to serve the sentence, do you think that visiting a probation officer every two weeks would discourage him or her from committing another auto theft? Why or why not? Write your opinion in a short paragraph.

b. Boston Juvenile Court Judge Francis G. Poitrast was quoted in the 5/20/76 issue of the *Boston Globe* (p. 22) as saying that, "using a car without authority (joyriding) and shoplifting are looked on as part of the growing up process. I think that is wrong."

What do you think? Why or why not? Express your view in a short paragraph.

APPENDIX

Answer Keys 36

Activities: Posters, Crime Statistics 39

Bibliography: Films, Games, Tapes 45

Acknowledgements 47

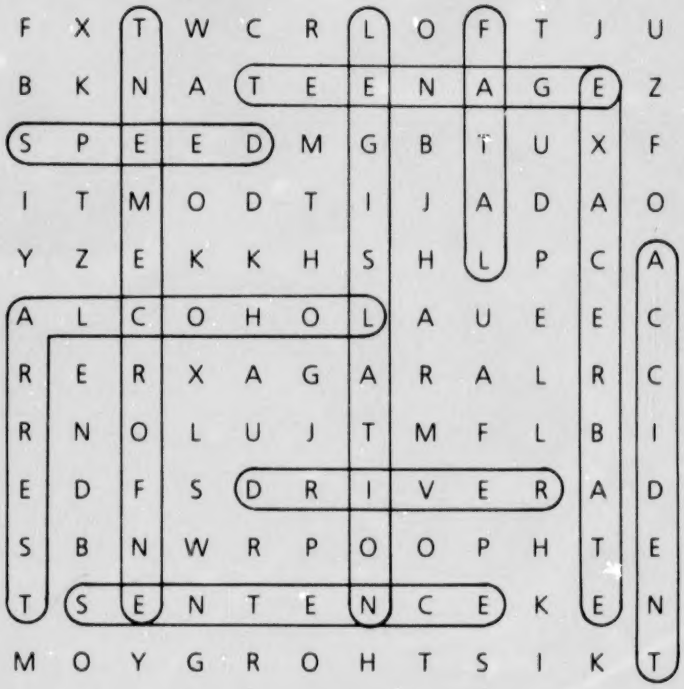
ANSWER KEY 1

Drinking and Driving

1. Word Bank

Word Bank

accident
alcohol
fatal
enforcement
teenage
driver
arrest
exacerbate
sentence
speed
legislation


F X T W C R L O F T J U
B K N A T E E N A G E Z
S P E E D M G B I U X F
I T M O D T I J A D A O
Y Z E K K H S H L P C A
A L C O H O L A U E E C
R E R X A G A R A L R C
R N O L U J T M F L B I
E D F S D R I V E R A D
S B N W R P O O P H T E
T S E N T E N C E K E N
M O Y G R O H T S I K T

2. Root Words and New Words
(Accept all reasonable "new words.")
force; forceful
legislate; legislature
fatal; fatalist
experience; experienced
express; expressive
involve; uninvolved
character; characteristic
commit; uncommitted
legal; legalize

3. Sentence Punctuation
S, NS, S, NS, S, S, S, NS
Alcohol has a tendency to increase aggressive behavior.
Alcohol has dangerous side effects.
Young people have a need to be part of the group and to achieve recognition from their friends.

36

ANSWER KEY 2

Bicycle Theft

1. Article headline — *Careless Bike Owners Pay for Their Mistakes.*

2. Sentence Construction

1. Each year over a half million bicycles are stolen.
2. Each year thousands of bikes are stolen because they are left unlocked.
3. Because an unlocked bike is an easy target for a would-be thief, the cardinal rule of theft prevention is to always lock your bike.
4. To avoid paying the replacement cost of a stolen bike, check to see whether your bike is covered under your parents' homeowners' or renters' policy.
5. Even if the thief tries to disguise your bike by repainting it, your name will remain as an identifying feature.

3. Theft Prevention

1. Use a strong chain and a sturdy padlock to lock your bike.
2. Lock your bike in a conspicuous place.
3. Register your bike with the local police.
4. Mark your name in the frame with an engraving tool.
5. Never leave your bike outside your house overnight.
6. Chain the rear wheel and the frame to a stationary object; chaining one wheel to another is not effective — a bike thief can carry the bike away to a place where he can break the chain unobtrusively, or he can drive away with the bike in his car or truck.

4. Unscrambled words — bicycle, victim, prevention, lock, theft

Alphabetical order — bicycle, lock, prevention, theft, victim

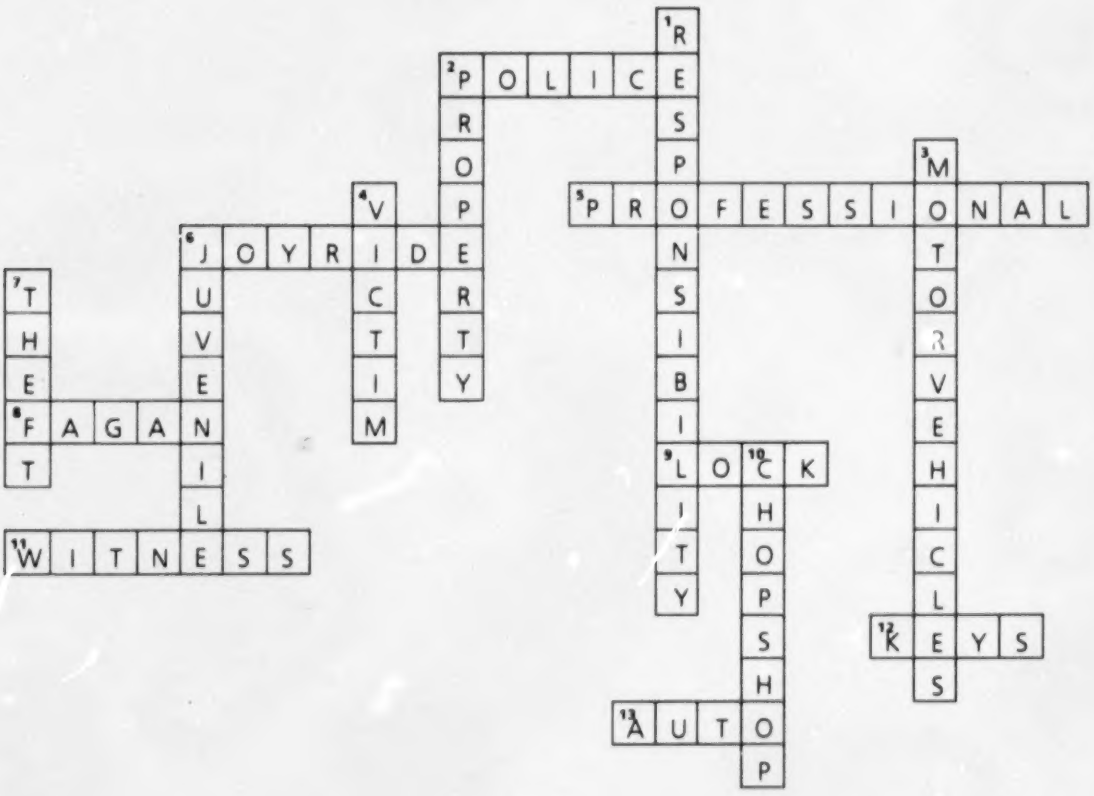
Sentence (Accept all reasonable responses.) — Using a *bicycle lock* is important in *theft prevention.*

ANSWER KEY 3

Auto Theft

1. Teacher judgement

2. Complete the crossword puzzle.



3. Teacher judgement

38

ACTIVITIES

Accident Tips Poster

Refer to the poster, "Make the Best of a Bad Scene." Twelve accident tips (reprinted from the poster) are listed below.

1. Stop! Leaving the scene of an accident is a serious crime. Contact the police immediately.

2. Check to see if anyone is injured, but do not move anyone unless there is danger from fire.

3. Protect the accident scene: set out flares or reflectors, or use flashers.

4. Write down the names and addresses of any witnesses, police and medical personnel.

5. Write down the other driver's name and address, permit number, registration number and insurance company name.

6. If your car is towed, get the name of the towing company and your car's destination.

7. Try to have a photo or sketch made of the scene to help in remembering details later.

8. Don't sign any documents or accept any money until you have spoken with a lawyer.

9. Do not sign a medical release form until you have seen a doctor. Some injuries don't show up until later.

10. Obtain an accident form from the local police department, fill it out, and return it.

11. Alert your insurance agent as soon as possible. Fill out all forms carefully and completely.

12. Before returning *any* documents, make at least one copy for yourself.

Activities

1. Refer to the poster, "Make the Best of a Bad Scene." Role play post-accident scenes in which one of the characters does not follow the post-accidents tips. For example, a witness to the accident, who has not been trained in first aid, administers first aid to one of the victims. Have your classmates name the mistake that the character made. Here are some suggestions for other "after-the-accident" role plays:

a. The driver, an injured victim, and witness are talking together.

b. The drivers of the two cars involved in an accident are screaming at one another.

c. One of the drivers finds an eyewitness to the accident.

d. The driver talks to the tow truck operator about the removal of his smashed-up car.

e. A police officer talks to one of the drivers involved in the crash and a witness.

f. A hysterical driver and an unhurt passenger discuss a monetary settlement.

g. A medical person and the driver of the speeding car that caused the accident walk over to the passengers in the other car that was involved.

2. Invite a police officer or a lawyer to talk to your class about some of the legal entanglements that can result from doing the improper things after an accident. Ask for concrete examples.

3. Design a booklet about the things that one should and should not do after an accident. Produce it for parents, community members, or the students in your school.

4. In cooperation with your local police department, do a presentation for the PTA, Rotary or Kiwanis on the proper things to do following an accident. After your presentation, perform some of the role plays with the characters that do *not* follow the post-accident DO's and DON'T's. See if your audience can determine the characters' mistakes.

39

Crime Prevention Posters

Everyone knows that if you want to convey an important message or idea, you must not only use words, but also pictures or photographs. Often a photo alone with a simple sentence is enough to transmit a particular thought or feeling. We experience this when seeing advertisements, whether in print or on television.

1. The posters in this kit were designed to express the idea that crimes with wheels can lead to serious consequences for the offender. Expand this crime prevention program into a full-fledged advertising campaign. Write a ten-second radio commercial and a 30-second television commercial for each of the three "crimes." Create a 60-second commercial that combines the themes of drinking and driving with auto theft.

Try to make a tape recording of the radio commercials. Use background noises, music (such as a car radio) and more than one voice to add some dimension to the ads. If your school has video equipment, stage and produce your television commercials on location.

2. Advertising can be used to communicate a message to the public, to promote an idea, or to sell a product. Choose a service, an idea, or a product that you would like to promote. Develop an advertising campaign to communicate your message. Decide on a theme and design newspaper and magazine ads or television and radio commercials.

3. Making a poster takes teamwork. The following people were involved in the creation and production of this series of crime prevention posters:

graphic designer	printer
copywriter	photographer
education coordinator	students
typesetter	police officers

Describe the function that each person performed in creating the final product. Can you list these functions in the order that they probably would have taken place?

Would you be interested in any of the above jobs as a future career? What kinds of skills do these professions require? What kind of training/education do you think each of these people needed in order to get the job?

4. Design your own posters using photographs from magazines or photos that you take yourself. If you plan to reproduce your posters, be sure to take black and white photos. (Color printing is usually cost-prohibitive).

Take students on a tour of a local print shop to see the differences between one-color, two-color, and four-color process printing.

5. An illustration or cartoon can often be just as effective as photography. Find examples of advertisements that use drawings instead of photographs. Compare the ads with editorial cartoons from local newspapers. Create your own posters using a drawing or cartoon done by one of your classmates. Could you design a television commercial using cartoons instead of real people? Think of an example of a television commercial that uses animation instead of live photography.

6. Each of the three posters is different, yet they all show similarities in structure. Describe the elements which are similar in all three posters. Do you think the similarities make the posters more effective? In what way? Is there any mathematics involved in the job of a graphic artist?

7. Look only at the pictures in the posters. Could you write a different headline to tell a different story about the same photos? Write new copy to go with each photo. To help organize your thoughts, write a headline, sub-heading, and "body copy."

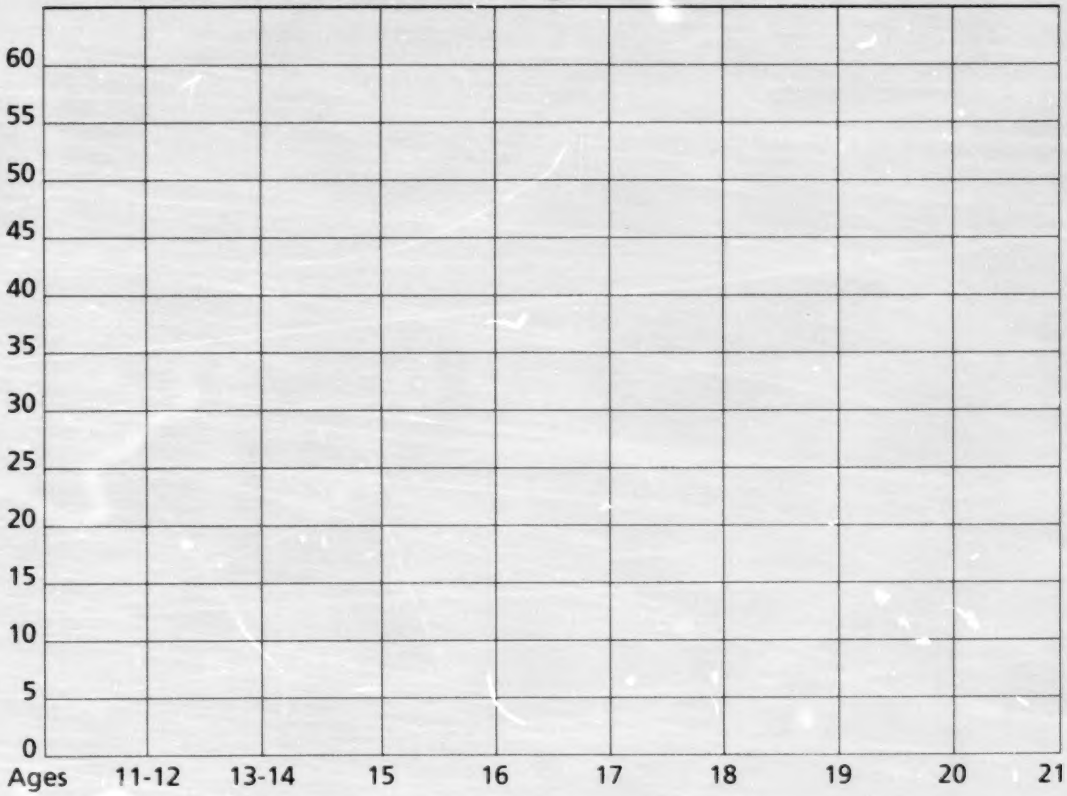
Posters entitled "He Got Caught," "He Got Stopped," "They Got Busted," and "Make the Best of a Bad Scene," were removed due to marginal legibility.

Learning from Statistics

Refer to Table 32 (taken in part from the FBI Crime Report, 1978) on pages 42–43 to answer the following questions:

1. Complete the following line graph for "Driving under the influence" arrests.

Arrests in Tens of Thousands — Driving Under the Influence



2. What pattern of arrests do you see?_____

3. Can you think of any reasons for this pattern?_____

4. In all age categories, for which offense were most individuals arrested?_____

5. Look at the pattern of liquor law arrests. Why is there a sharp decline in arrests at age 21?

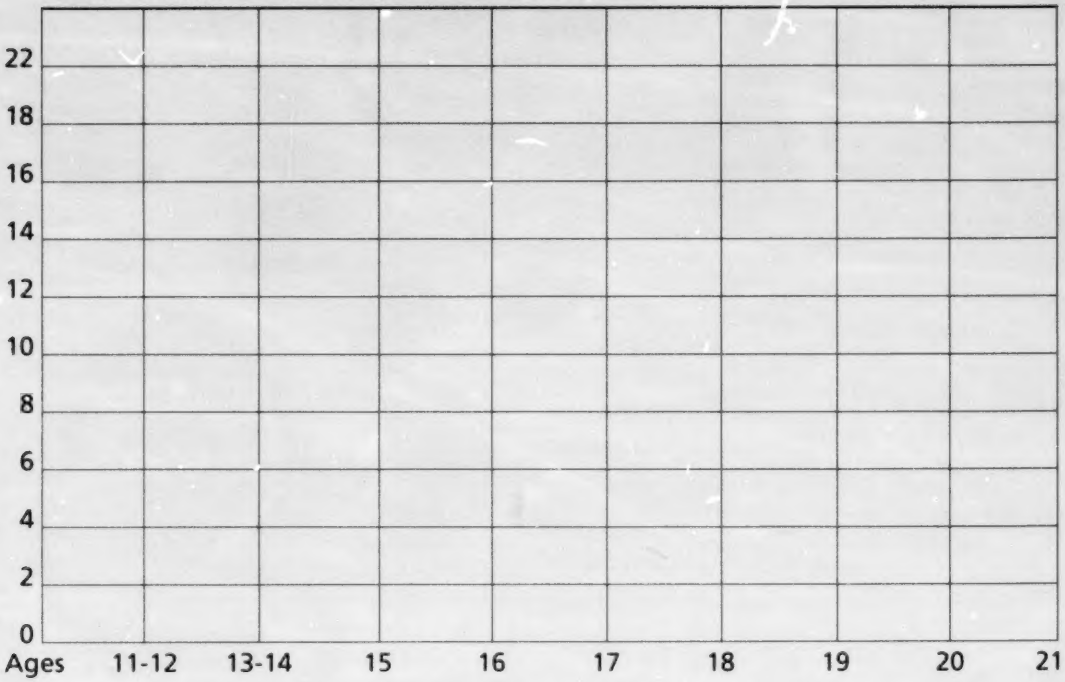
6. Would bicycle theft be considered a violent crime or a property crime? _____

7. How many individuals under 18 were arrested for property crimes? _____

8. Can you think of other examples of crimes that would be considered property crimes?

2. Complete the following line graph for motor vehicle theft arrests.

Arrests in Thousands — Motor Vehicle Theft



10. Which age group had the most arrests? _____ How many? _____

11. Why do you think arrests peak at that age? _____

_____

_____

12. What percentage of the total number of crimes do the motor vehicle arrests make up? _____ In the 16-year-old age group? _____

13. Why do you think motor vehicle arrests decline after the age of 16? _____

_____

_____

Table 32: Total Arrests, Distribution by Age, 1978* (11,872 agencies; 1978 estimated population 207,060,000)

Offense Charged	Total All Ages	Under 15	Under 18	18 and over	10 and under	11-12	13-14	15	16	17	18	19	20	21
Total Crimes	**9,775,087**	**728,198**	**2,279,365**	**7,495,722**	**79,007**	**152,317**	**496,874**	**432,078**	**542,459**	**576,630**	**589,767**	**540,790**	**499,585**	**471,078**
Percent distribution	100.0	7.4	23.3	76.7	.8	1.6	5.1	4.4	5.5	5.9	6.0	5.5	5.1	4.8
Murder & non-negligent manslaughter	18,755	244	1,735	17,020	26	20	198	281	540	670	931	924	929	933
Forcible rape	28,257	1,102	4,517	23,740	75	185	842	820	1,156	1,439	1,598	1,558	1,593	1,630
Robbery	141,481	13,086	48,088	93,393	534	2,428	10,124	9,835	12,171	12,996	12,511	10,474	8,860	8,192
Aggravated assault	257,629	11,508	41,253	216,376	1,014	2,433	8,061	7,454	10,135	12,156	12,974	12,564	12,577	12,599
Burglary	485,782	93,652	250,649	235,133	9,806	20,012	63,834	51,785	54,487	50,725	41,262	30,285	23,926	19,762
Larceny-theft	1,084,088	194,680	454,994	629,094	23,850	49,098	121,732	83,888	90,121	86,305	74,182	58,465	49,108	42,584
Motor vehicle theft	153,270	20,146	77,534	75,736	507	2,409	17,230	19,178	20,660	17,550	12,681	9,524	7,231	6,251

Violent Crime	446,122	25,940	95,593	350,529	1,649	5,066	19,225	18,390	24,002	27,261	28,014	26,520	23,959	23,354
Percent distribution	100.0	5.8	21.4	78.6	.4	1.1	4.3	4.1	5.4	6.1	6.3	5.7	5.4	5.2
Property Crime	1,723,140	308,478	783,177	939,963	34,163	71,519	202,796	154,851	165,268	154,580	128,125	98,274	80,265	68,597
Percent distribution	100.0	17.9	45.5	54.5	2.0	4.2	11.8	9.0	9.6	9.0	7.4	5.7	4.7	4.0
Crime Index Total	2,169,262	334,418	878,770	1,290,492	35,812	76,585	222,021	173,241	189,270	181,841	156,139	123,794	104,224	91,951
Percent distribution	100.0	15.4	40.5	59.5	1.7	3.5	10.2	8.0	8.7	8.4	7.2	5.7	4.8	4.2

Other Crimes

Offense Charged	Total All Ages	Under 15	Under 18	18 and over	10 and under	11-12	13-14	15	16	17	18	19	20	21
Driving under the influence	1,204,733	513	27,494	1,177,239	142	50	321	1,062	7,002	18,917	42,789	50,673	53,636	57,936
Liquor laws	357,450	9,761	127,069	230,381	281	656	8,824	18,149	39,840	59,319	54,695	41,337	30,406	12,895
Fraud	249,207	7,084	18,874	230,333	293	1,216	5,575	5,445	2,228	4,117	7,268	9,190	10,980	12,557
Embezzlement	7,670	185	909	6,761	17	37	131	109	226	389	411	385	383	445
Stolen property; possession	112,317	10,997	37,490	74,827	664	2,029	8,304	7,686	9,047	9,760	9,273	7,642	6,544	5,655
Vandalism	223,391	66,586	127,973	95,418	14,018	17,635	34,933	21,038	21,037	19,312	14,006	10,529	8,439	7,440

*Reproduced in part from the 1978 *FBI Uniform Crime Report*

BIBLIOGRAPHY

Films and Filmstrips

Alcohol: A New Focus
Presents important facts and feelings about the abuse of alcohol. (16mm, color, 17 mins. Rental: $25)[1]

Alcohol and Teenagers: Four Case Studies
Examines the choices and decisions teenagers face concerning the use and abuse of alcohol. The tone of the program is one of investigation and concern, not of preaching. Three color filmstrips, 3 cassettes, teacher's guide. (SUN301C-10, $85)[2]

Crime: What About The Victim?
Investigates criminal justice in earlier, simpler societies, and discusses what a workable system of victim compensation in present-day society might entail. Color filmstrip, cassette, teacher's guide. (CA4670C, $27.50)[2]

Go Sober and Safe
Examines the effect of alcohol upon the operator of a motor vehicle. (16mm, color, 28 min., Rental: $35)[1]

Let's Talk About Alcohol
Explores the ways in which peers, adults and advertisements influence drinking. (16mm, color, 9 mins., Purchase: $165, Rental: $20, #AA3561)[3]

Short History
Humorous animation depicts the distortion of a driver's judgement when drinking. (16mm, color, 7 mins., Rental: $25)[1]

The Big Rip-Off: What Crime Costs You
An analysis of how the cost of crimes against American business is largely passed on to consumers. Activity-oriented spirit master, teacher's guide, color filmstrip, cassette. (NYT108C, $22)[2]

Games

Kids in Crisis
Simulations drawn from real cases of juvenile and adult court sentencing procedures, involving five young people. Contains 41 role description folders, 41 probation reports, 41 role tags, magazine – "The Rights of Children," teacher's guide, and an observer rating sheet. (Z14, $32.50)[2]

Rip-Off: A Simulation of Teenage Theft and the Juvenile Hearing Process
Involves students in an investigation of theft, either shoplifting or theft of school equipment, by juveniles. Contains three simulation options, 35 student information sheets, and a teacher's guide which includes the forms necessary to play the game. (INT50, $15)[2]

To Drink or Not to Drink
Self-instructional board game that involves students in making decisions about alcohol use. Students explore the reasons for, attitudes about and consequences of drinking. Contains roll-up gameboard, playing tokens, 6 decks of consequence cards, and a teacher's guide. (ABT11, $36)[2]

Cassettes

Should Juvenile Offenders be Punished?
Two opposing viewpoints are presented. Narrator raises questions which direct listeners to pertinent issues. Cassette. (GP307, $4.98)[2]

Transparencies

Alcohol Abuse
Series of transparencies presents the facts about alcohol abuse. Eight transparencies, teacher's manual. (Q61686ABSS, $58.50)[4]

Notes

1. To reserve write: ROA Films, 1696 N. Astor St., Milwaukee, WI 53202.
2. To order write: Social Studies School Service, 10,000 Culver Blvd., Dept. C, PO Box 802, Culver City, CA 90230.
3. To order write: Paramount Communications, 5451 Marathon St., Hollywood, CA 90038.
4. To order write: Creative Visuals, Box 1911J, Big Spring, TX 79720.

ACKNOWLEDGEMENTS

Special Thanks

An acknowledgement and special thanks are given to those students and teachers of Sterling Junior High School, Quincy, Massachusetts, who contributed their ideas and suggestions for this kit.

We also thank those students of the Upward Bound Program of Cambridge, Massachusetts, for posing as models for the poster photographs. These photographs are in no way intended to make any statement or implication concerning the actual behavior or personalities of the people pictured.

Finally we wish to thank the Boston Police Department, Boston, Massachusetts, for permission to utilize police officers and facilities in the poster photographs. In particular we thank the personnel of District 11, Dorchester, for their assistance and cooperation.

Production

A production of Beacon Advertising, a subsidiary of Commercial Union Insurance Companies, One Beacon Street, Boston, MA.

Copyright

© 1980 Commercial Union Insurance Companies
Permission to reproduce materials from this publication is granted to not-for-profit educational institutions when due acknowledgment is made and the reproductions are distributed free of charge. All other rights are reserved.